

INSTRUCTIONAL PRACTICES POLICY



Instructional Practices used in the classroom will be based on quality research and evidence.

The three characteristics guide the following work:

- a. council, administration, and team/department **planning** of specific expectations (included in this policy)
- b. teacher/staff **planning** and implementation of instructional practices
- c. discussions of **issues regarding instructional practices**

1. Positive Learning Culture

- an environment of respect and rapport — teacher-student and student-student
- belief that every student has the ability to learn and achieve at high levels
- dedication to the learning opportunities and support needed for each student to learn

2. Understanding of the Science of Learning

- recognition and response to individual needs, interests, and cultural heritage
- activities, lessons, and assessments are congruent with the *Kentucky Academic Standards*¹
- student understanding of the expectations for learning
- students are actively and intellectually engaged in learning
- teachers and students use questioning and discussion techniques
- monitoring of student learning with formative assessment and self-assessment
- feedback provided to students along with multiple opportunities to learn

3. Communication with Families

- information about the instructional program and ways to be engaged
- information about the child's strengths and areas for growth

—Characteristics are based on the Kentucky-adapted version of the *Danielson Framework for Teaching*²

SPECIFIC CLASSROOM EXPECTATIONS

This serves many purposes, some of which include:

- Makes it clear what the school values
- Provides an agreed-upon list of the kind of instructional practices deemed to be most effective (this is especially important to address turnover and getting new staff up to speed)
- Gives families and students a better understanding of the learning experiences

Wellington teachers will utilize best practices for teaching and learning within all classrooms, including but not limited to the following:

- Implementation of the FCPS framework for teaching, following FCPS pacing guides, collaborative planning using the Professional Learning Community process, utilization of formative and summative assessments, regular analysis of student data toward mastery of standards, reflection and collaboration regarding next steps for teaching and learning, providing feedback to students

- Differentiation for students to ensure student growth toward and beyond mastery of grade level standards and skills
- Implementation of the Gradual Release process (Fisher & Frey model³) and high yield strategies such as note taking, practice, feedback (Hattie⁴)
- Explicit teaching of desired learning behaviors such as preparedness, responsibility, perseverance, initiative, quality work. Students will be held accountable and positively reinforced for demonstrating these learning behaviors.
- Explicit instruction in the area of Guidance topics including friendship, problem-solving and coping skills
- Providing feedback to students regularly and holding students accountable for making corrections and improvements to their work
- Engaging students in learning with a variety of methods and tools; collaborative learning opportunities, use of whiteboards, technology, manipulatives, and other tools
- Engaging students in problem-solving and critical thinking activities

Families will be informed and engaged in their child's learning in the following ways:

- Orientation - beginning of the school year (Welcome to Wellington)
- Curriculum Night - first month of school (virtually or in-person)
- Two-way communication via common platform - Talking Points
- Regular communication re: essential learning, important dates, upcoming events
- Minimum of one conference regarding student progress

References

1. Kentucky Department of Education. Kentucky Academic Standards. Retrieved from <https://kystandards.org/>
2. Danielson, C. (2014). Framework for Teaching (adapted for Kentucky Department of Education). Retrieved from <https://education.ky.gov/teachers/pges/tpges/documents/kentucky%20framework%20for%20teaching.pdf>
3. Fisher, D., Frey, N., & Hattie, J. (2016). Visible learning for literacy, grades K-12: Implementing practices that work best to accelerate student learning. Corwin Press.
4. Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning: Routledge.

POLICY EVALUATION

We will evaluate the effectiveness of this policy annually as part of our school improvement planning process.

First Read: January 26, 2022

Date Adopted: February 16, 2022

Date(s) Reviewed or Revised:

LEGAL REQUIREMENTS: The requirement is to have a policy. The sections in ***bold italics*** are consistent with the words in the law, but your policy can address the law in the way that makes the most sense for your school.

LAW IN A BOX:

SBDM Responsibility (SBDM Law — KRS 160.345)

(2)(i) The school council shall adopt a policy to be implemented by the principal in the following additional areas:
... 6. Planning and resolution of issues regarding instructional practices; ...